Essex County College
Predominantly Black Institution
2015-2016 Interim Evaluator's Update
February 2015

Introduction

The Essex County College's[1] (ECC) Predominately Black Institutions Formula Program grant project, as outlined in the initial proposal, is addressing two primary goals of the college:

- *Goal 1:* to increase educational attainment, persistence and retention among students who start with developmental education, and
- *Goal 2:* to provide myriad supports so as to ensure student learning, persistence and completion.

A variety of educational initiatives or "Activities" are implemented by ECC faculty and staff. The PBI grant awarded funds to ECC faculty, called Activity Leads in this report, to design and implement these activities. Each faculty member seeking funds submitted a proposal that identified project goals, objectives, and measurable outcomes, along with a budget. Proposed activities were reviewed by departmental/academic heads and then approved by a review panel reflective of ECC stakeholders. Activity Leads who received funding through the PBI grant were encouraged to iteratively adapt their activities as they learned more about the successes and challenges. Over the course of the grant, new activities were added and existing activities enhanced. Each year the Activity Leads were required to provide documentation about the activity, including submission of a project binder with relevant artifacts about the activity and a Program Template that identified progress meeting performance measures as well as to meet with the Project Director and Evaluator to review progress.

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[1] "Essex County College (ECC) is the largest minority serving community college in the State of New Jersey. It is a public, open access, two-year urban institution offering Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in Applied Science (A.A.S.) degrees. As of Fall 2010, ECC served 13,424 students in credit programs and approximately 10,000 in continuing education programs. Fifty-two percent of ECC students are African-American, 25 percent are Hispanic, 11 percent are White, 4 percent Asian, and 8 percent designated as other or unreported. The majority of students (61 percent) attend classes full-time, and women make up 59 percent of the student body. While ECC students come from every municipality in the county, the majority of students reside in the four urban cities of Newark (40 percent), East Orange (10 percent), Irvington (9 percent), and Orange (5 percent). The school districts from these cities are known as Abbott districts, districts classified by a 1990 New Jersey Supreme Court ruling as "special needs" districts where student rank in the lowest socio-economic status and require the most educational services." Excerpted from ECC PBI Grant

PBI – External Evaluation 2015

The external evaluation of the ECC PBI grant documented and assessed whether project activities were being carried out as proposed and within the anticipated timeframe. During the past year, the following evaluation activities were completed:

- Working with Project Director Dr. Stephanie Aisha Steplight Johnson, Dean of Liberal Arts, to review and document progress meeting grant goals and activities
- Participation in two face-to-face meetings with Project Director.
    - **Fall 2015**: The first meeting occurred during fall 2015 and was held with the entire PBI team (Activity Leads). One purpose of this meeting was to learn about project plans and activities. During this meeting the Activity Leads also discussed their hopes of moving the program and identified what they would like from the evaluation. This included providing guidance about enhancing activities, help identifying best practices, and recommendations for sustainability, and possibly including seeking additional funding
    - **Winter 2016**: In January 2016, the evaluator met with each Activity Lead to discuss their project activities and review submission of their materials. During this meeting, Activity Leads shared their project binders and submitted their required documentation paper work. The project evaluator conducted semi-structured interviews with Activity Leads and discussed project activities. The interviews included questions related to
        - goals of the activity
        - greatest successes and challenges
        - evaluation guidance
- Review of project activity reports. These were submitted to the Project Director and evaluation team. Each activity report includes a series of questions to be answered about each activity goal. It also required Activity Leads to report on the number of students served in comparison to the targeted number.

Evaluation Findings

The Evaluation Findings are divided into two major sections. First is presented overall findings of the project implementation. Next, we present findings from each individual activity.

Project Management and Activity Delivery

I. ECC PBI has established an effective management and organizational structure using binders to collect and organize project materials

ECC leadership established an innovative and comprehensive way for Activity Leads to document ongoing activities. Each Activity Lead was required to keep and submit a documentation binder to

the Project Director for review. The binder included information about the activity implementation and outcomes. The binder served not only as an internal evaluation check for the Project Director to help assure that all activities were being completed as planned, but it also provided information that could be used by others interested in implementing similar activities. For example, the Activity Leads were encouraged to include emails they sent when establishing partnerships, data about courses, and course syllabi. The binders were reviewed by the Project Director and then returned to the Activity Leads.

Most Activity Leads completed binders, During the January meeting with the Project Director and Evaluator the Activity Leads reported that the found creating the binder was a good organizing tool. However, it was also evident that Activity Leads varied in how they approached preparation of the binder. Those Activity Leads who complied their binder materials throughout the year (e.g., they used the binder as a file for storing any documents related the project) reported few challenges and generally found the experience more helpful. In contrast, Activity Leads who waited to organize their binders (i.e., they put documentation and papers in a pile for later adding to the binder) or who delayed collecting the necessary documentation until close to the submission date, found the requirement more challenging and time consuming. Although one Activity Lead reported creating the binder was not it useful, the others reported it was a useful way to document and reflect upon what they had accomplished.

Recommendations: The PBI evaluator recommends ongoing data collection be encouraged for all Activities. This approach reduces time-consuming binder preparation at the end of the year and last-minute data collection which may be more prone to errors. Establishment of interim benchmark binder activities might also reduce the time consuming, last-minute efforts to collect necessary documentation and data. For projects that failed to submit a binder, or found the requirement burdensome, it is a mid-year binder review might reduce the data collection burden. Furthermore, providing professional development about how to prepare the binder and how the information could be useful might be helpful or Activity Leads. It is recommended that the Project Director consider the potential sharing binders across activities and explore ways to help develop collaborations across activities, for example having math-based activities work together and share resources. As a follow-up to this year's evaluation, we will explore how Activity Leads use their binders for activity management and expansion.

II.   **ECC PBI successfully implemented seven Activities in the past year and introduced three new Activities. Each Activity provided data specific to its success.**

Table 1 presents a list of all PBI Activities, the general area of support and the identified Activity Leads.

Table 1: PBI Activities, Content are and Activity Leads

Activity	Primary Area of Support Offered	Sub-Grantee/ Activity Lead
#1 Center for Academic Foundations (developmental math)	Math	Dr. Douglas Wakcerz
#2 Graduation Math	Math	Prof. Patrice Davis
#3 Supplemental Instruction in Math (TAs)	Math	Prof. Susan Gaulden, Prof. Ines Figueiras
#4 Intensive English Workshop	English	Chair Christopher Rivera, Mr. Jamal Elborj
#5 Completion Project	Graduation and retention	Assoc. Dean Marva Mack
#6 Online Learning	Cross content areas	Dr. Leigh Bello-de Castro
#7 External Assessment	Overall grant	Dr. Deborah Hecht
#8 Increasing Enrollment of African American High School Graduates from Newark Public Schools*	Recruitment	Assoc. Dean Marva Mack
#9 Supplemental Instruction to Support Biology and Chemistry Students*	Science	Chair Jill Stein
#10 Intensive Teaching Prep*	Praxis Preparation	Dr. Leigh Bello-de Castro

*New Activity

Over the course of the grant, Activity Leads were encouraged to reflect on their accomplishments and to enhance or refine their Activities based upon what they had learned so as to better meet the needs of their students. This approach, allowing for iterative design and improvement, is considered best practice in educational design; and development and the ECC PBI team is commended for allowing this flexibility. Additionally, as more was learned about what was most successful, new activities were added. In fall 2015, three new activities were added to the PBI initiative.

During interviews with the Activity Leads it was clear that there was a great deal of excitement about each of the Activities. Since the Activity Leads were able to create, implement, and refine their own projects, there is a strong sense of ownership and pride connected with each. In most cases the outcomes and performance measures identify by the Activity Leads were met, and in some cases they were exceeded. While the collective impact upon educational attainment, persistence retention and learning is unclear, the PBI grant has clearly created a culture in which faculty and students are thinking about these issues and recognizing ECC values their efforts and input.

Recommendations: It is recommended that the PBI grant continue to support faculty developed initiatives. Once funding ends many of the Activities started as part of this grant should be able to continue with minimum funding. Furthermore, the PBI grant has created a community of faculty members who share similar concerns about supporting ECC students. It is possible ECC could support these groups going forward and collectively develop new programs and seek funding when needed.

PBI Project Activity Specific Feedback

In the following sections each PBI activity is discussed. As noted in Table 1 above, there are a total of 10 Activities. Since Activities 8 through 10 are new and therefore only preliminary data are available. After presenting a brief overview of the Activity, the rationale for this approach as interpreted by the evaluator is presented. This is followed by a review of the available documentation and general evaluation findings based upon review of the available documentation. Finally recommendations for further study are discussed.

<u>Activity 1</u>
Center for Academic Foundations (CAF): Developmental Math

Overview of Activity 1: Activity 1 is supporting the development of an *instructional model* for *developmental math* courses within the Center for Academic Foundations (CAF). CAF provides support to students in pre-college mathematics whose scores on the Essex math placement exam indicated a strong need for remediation. According to the Activity Lead, mathematic skills of developmental math students vary widely. For example, within the introductory algebra course, skills can range from a fourth grade level to an eleventh grade level. CAF developmental math (Activity 1) targets students at the lowest range.

Activity 1 incorporates two components. Students use an online software system called ALEKS which individualizes learning through adaptive technology. This software is mastery-based and self-paced. Students complete an online assessment which identifies content that they already know and then they proceed to complete the online course which focuses on areas of need. The content is broken into topics, allowing students to learn course content at their own pace. In addition to this software, there is also a tutorial session which focuses on self-regulated learning.

Project Rationale: By providing students with an online, self-paced, and adaptive instructional model, learning is individualized, and therefore will meet wide range of needs of developmental math students. As students are supported to become more a self-regulated learner, student math skills also will improve.

Documentation: Activity 1 did not provide all documentation data required for the annual report. The binder was not submitted and the Project Status Chart of performance measures within the 2015 Annual Performance Report was not completed. However, the Activity Lead submitted a written report which described project outcomes and he met with the Project Director and Evaluator to discuss the past years progress. Based upon the report submitted by the Activity Lead, the goals are unclear and it is therefore unclear if CAF Development Math is meeting its outcomes.

Evaluation Findings/Project Outcomes: Although this activity failed to provide complete documentation required by the PBI grant, there is evidence that the activity is providing student support and that student performance is improving. According to the Activity report that was submitted, students in the CAF Developmental math program demonstrated higher performance in second level mathematics than students in traditional courses, yet, a statistically significant difference was not found between students who completed PBI supported CAF developmental math courses and traditional CAF developmental math courses. As noted in the report "students in the treatment sections have 2% to 5% higher probability of passing college-level math in two years or less compared to control [conventional] sections" Although a difference between students in the traditional CAF course and the tested CAF course was not statically significant, significant, the Activity Lead suggested that if all math sections were switched to either a CAF math course the college would see a 20% increase in students passing college-level math in two years of less.

The impact of the self-regulated learning component is unclear. The Activity Lead reported resistance on the part of both faculty and students to engaging in the self-regulation activities during the past year, a noticeable drop from prior years. He attributed this to a need for more active support by the Activity Leader, noting that during the past year he had been "less directly involved" than in prior years. This raises concerns about the sustainability of the self-regulation component once funding ends. The use of ALEKS appears to be consistent.

Recommendations: More information is needed to understand the reasons for the perceived decrease in student engagement in the self-regulation activities. It is recommended that faculty and students be surveyed to help identify the reasons for not participating as fully as in past years. These surveys could examine reasons students and faculty participate or choose not to participate. For example, what do they perceive as the person value of self-regulation? Do they find the time requirements manageable? Do they understand what it means to participate? Do they even know this aspect of the activity is available to them? At a minimum, it is recommend that additional information about self-regulation and the ways in which self-regulation can lead to improved academic performance be provided to both students and faculty.

Although the ALEKS component is reportedly being used, data about students' motivations for using ALEKS, math self-efficacy before and after use, and overall interest in math following use might provide valuable information for promoting ALEKS to new students. Further, it is recommended that Activity 1 review how students use ALEKS outside of class time (e.g., time of day, length of time during a session, completion at a steady pace or binge work – completing many sections in a single setting) in addition to when in class. This information could provide useful data for CAF Development Math as well as others interested in promoting the use of ALEKS. It is recommended that all faculty using ALEKS be trained in use of the diagnostic tools available through ALEKS, and the ways these tools are used be examined.

Data should continue to be collected about the overarching goal, helping students learn the presented math. Although CAF the Activity Lead noted that there was no observed difference between students in CAF math and CAF Development Math (Activity 1), an analysis of the cost and time requirements of Activity 1 might provide insight into the benefits, or costs, of this Activity.

Activity 2
Graduation Math

Overview of Activity 2: The PBI grant is supporting a workshop, Graduation Math (Activity 2) to help students complete their math requirement for graduation. The workshop is designed for students who have enough credits to graduate but have "avoided" taking the required math course or who have failed to pass the required math course. Activity 2 specifically targets students with at least 50 completed credits. According to the Activity Lead, Activity 2 is taught by some of the "best math teachers at ECC," in small classes (~15 students) and engages teaching assistants and tutors to increase the pass rate for students. Additionally, the math content is made more relevant for students by including real world problems. Once students take Graduation Math, the developmental math pre-requisite is waived (if need be), allowing students to graduate more quickly. However, the Activity Lead stressed students who pass Graduation math have the required math skills for graduation.

The second component of Graduation Math involves the distribution of USB flash drives during student intake. The flash drives are loaded with software designed to enhance students understand of mathematics. Development of the software took place in 2014, under the pre-cursor to Graduation Math, "Math Enhancement." It was designed by an ECC professor and underwent peer review, with positive feedback. Student surveys indicated a high level of satisfaction with the software.

Project rationale: By providing high "math anxiety" students (i.e., those who waited to tackle math until their last semesters or those who have not passed the required math course) with additional support the number of students meeting the graduation requirement will likely increase. Further, widespread distribution of a flash drive with software that supports math understanding ill help maximize student math successful in math

Documentation: Activity 2 provided the required documentation and completed the Project Status Chart of Performance Measures in the 2015 Annual Performance Report. The Activity Lead met with the Project Director and Evaluator to discuss the results.

Evaluation Findings/Project Outcomes: According to data provided by the Activity Lead, students in Graduation Math performed better in college level math than students who took conventional math courses. Students enrolled in Graduation Math were also more likely to

graduate (80% graduation rate) than students who did not participate in Graduation Math. The data that were submitted showed that the targeted performance measures were met. The 900 USB flash drives distributed during student intake and advisement is an impressive and wide-reaching number. The data provided indicate most identified targets were meet and overall Graduation Math is providing the supports promised.

Recommendations: It would be helpful to understand if and why Graduation Math is preferable and leads to a more successful experience than other math experiences. For example, how important to students was the content (i.e., practical applications), the engagement of teaching assistances and tutors, having "the best" instructors teaching; having small classes, and other Activity 2 features. If further study is considered, research questions might examine whether students' math self-efficacy and math phobia changes after completing Graduation Math. It is recommended data be collected about why students enrolled in Graduation Math (i.e., are they a repeater – not yet passed or avoider; if an avoider, what are the reasons – no time, math anxiety, etc.) All data can then be interpreted based upon student's reasons for being part of Graduation Math. If differences are found between the two groups in the way in which Graduation Math impacts them, or their attitudes toward the activity, this information could be used to make refinements to Activity 2. It is also recommended a sample of students who received the flash drive be surveyed or interviewed to assess how and how often they used the material on the flash drive.

Activity 3
Supplemental Instruction in Math

Overview of Activity 3: Activity 3, Supplemental Instruction in Math had two Activity Leads. The project seeks to increase student success and pass rates in a gateway math course by placing PBI grant-funded teaching assistants and tutors (recitation assistants) in math classes. According to the Activity Leads, Activity 3 addresses an observed need that ECC students are often shy or hesitate to seek out tutoring. Therefore Supplemental Math places the tutors directly in the classrooms, not only assuring the tutors are fully aware of the course content, pedagogical approach and current assignments/homework and therefore able to provide feedback that is aligned with class discussions, but also so they become personally known to the students. By recruiting tutors from advanced ECC math classes, Activity 3 further assures a more seamless connection between tutor and student.

Project Rationale: If students become familiar with tutors and believe tutors are knowledgeable about their class and their needs and they will be more willing to seek out the tutor's help.

Evaluation Findings/Project Outcomes: According to the Activity Leads, students in ECC math sections that had an Activity 3 teaching assistant present were more likely to attend PBI-grant-funded tutoring than students in the same class but without a PBI supported teaching

assistant. The Activity Leads also noted that students taught by a full-time mathematics faculty member with a teaching assistant were more likely to seek out tutoring than students taught by a part time faculty with a teaching assistant. Furthermore they observed that when a teaching assistant spent more time with the students, the students' homework completion rates and pass rates were slightly better. Feedback collected by the two Activity Leads further indicated ECC students liked the tutoring, believed it helped them and would recommend more tutoring hours be available. The survey results also indicated that students found the available hours of tutoring were sometimes not convenient.

The Activity Leads also noted there were positive impacts on the teaching assistants/tutors. Two teaching assistants reported as a result of their experiences in the math classes they were considering becoming a math teacher. The observed impact of Activity 3 is particularly striking given the limited number of hours that tutors had available. However, the investment in classroom participation appears to be worthwhile.

Documentation: Activity 3 provided the required documentation and completed the Project Status Chart of Performance Measures in the 2015 Annual Performance Report. The Activity Lead met with the Project Director and Evaluator to discuss the results.

Recommendations: The Activity Leads collected feedback from the ECC students about the experiences. However, further study is recommended to explore the reasons ECC students in Activity 3 are more willing to attend tutoring sessions than students who have not been involved in a class with a teaching assistant who is also a tutor. For example, is it because they recognize the tutor, believe the tutor is familiar with the class or because ECC is demonstrating the importance of math and the class by putting resources into the program. A related observation of the Activity Leads that is worth further investigation is how the tutors/ teaching assistances become positive role models for the ECC students. By providing ECC students with opportunities to observe and develop an understanding of what a "college student" is expected to do, ECC students may develop strong school skills and students' apprehensiveness about math may decrease.

It would also be interesting to examine student performance in math after being part of the PBI grant supported Supplemental Math as well as whether there is an increased willingness to seek out tutoring in other subjects. If such a generalized result is found, lessons learned from Activity 3 about engaging tutors and teaching assistances might be applicable to other content areas.

Activity 4
Intensive English Workshop and Tutoring Program

Overview of Activity 4: PBI funds supported Activity 4, the Intensive English Workshop and Tutoring program. Activity 4 was designed to help ECC students move from a pre-college composition English courses into college composition and help address issues related to student

retention and success. Activity 4 involves a variety of efforts to help students, including workshops during the academic year and workshops during the summer. When interviewing the Activity Lead, the importance of active learning, team building and contextualization of work were stressed. Through these approaches students are expected to develop improved English skills within an environment in which the English skills have real world applications.

Project Rationale: By providing students with a variety of curricular supports, including use of engaging materials and team building activities, students will develop the English skills needed to pass college English.

Documentation: Activity 4 provided the required documentation and completed the Project Status Chart of Performance Measures in the 2015 Annual Performance Report. The Activity Lead met with the Project Director and Evaluator to discuss the results.

Evaluation Findings/ Project Outcomes: According to the Activity Leads, the number of students enrolled in the Intensive English workshop and Tutorial program was more 150% more than expected (totaling 500 students.) Furthermore, they reported that students who completed the workshop exceed the targeted success rate of 73% by 16% (i.e., 89%). Clearly there is demand for this Activity and success is being observed. The Activity Leads have successfully responded to what has been learned during the grant period, making adjustments to the program, recruitment, and ways in which PBI resources were used to support students.

Recommendations: Further study is encouraged to examine how students view the value of the teambuilding as well as how this approach might be encouraged in other classes. Students in Activity 4 could be surveyed which components of the experience they found most helpful and engaging. Follow-up the next year, asking students to reflect on how their experiences had helped them in more advanced courses (including both English and other subject areas) might also be informative. General English classes might be able to incorporate some of the activities and approaches used in this Activity to enhance their own classes and to engage more students. Finally, surveys or interviews with faculty involved in the Intensive English workshops and tutoring is recommended. The Activity Leads noted that "teachers were enjoying" this activity, and by examining what aspects they found most enjoyable it might be possible to engage more faculty.

Activity 5
The Completion Project

Overview of Activity 5: The main goal of the Completion Project is to increase the three-year graduation rate at ECC by creating a "culture of completion" by introducing a variety of activities. For example, students in The Completion Project, called "completers," signal their participation by signing a pledge to graduate within three years or less after enrollment. A

completion rally is also held. In addition, the Completion Project stresses the importance of advisement at ECC to promote completion and retention. An enhanced advisement program, recommended in the PBI 2014 annual report, has also been implemented. Participants are given a support system of advisors, graduation coaches, and retention specialists who work with the students to create an academic roadmap. A key feature is that advisement is tailored to the students' needs. For example, students nearing graduation are provided with "graduation advisement" whereas freshmen received "freshman advisement." Further, advisement weeks, are held before students before registration.

Project Rationale: By creating a culture of completion through fun and engaging "reminders" coupled with targeted advisement, student will be more likely to graduate within three years.

Documentation: Activity 5 provided the required documentation and completed the Project Status Chart of Performance Measures in the 2015 Annual Performance Report. The Activity Lead met with the Project Director and Evaluator to discuss the results.

Evaluation Findings/Project Outcomes: The Completion Project provides a great many support activities and the performance measurements have evolved as the PBI grant matured and the needs for new activities identified. The Activity Lead is to be commended for how she has enhanced the activity as more was learned about student needs. In general the Completion Project has met or exceeded most of its performance measures related to implementing activities, improving graduation rates and providing advisement. The Completion Project provided advisement during registration and targeted advisement for graduating students and freshman. Activity 5 is commended for individualizing the advisement and targeting students are different critical points in their college education. Students who experience helpful advisement as a freshman are probably more likely to seek advisement as they near graduation. Activity 5 has made completion of college something fun (e.g., rally, pledge) and not simply completing school work. It is also finding ways to connect students to ECC beyond individual classes.

Recommendations: It is recommended feedback be collected from students about their perceived value of each as well as what additional support or information they would like. The possibility of supporting these activities through an ECC club based model might be considered once funding ends. In addition, the pledge and rally are "fun" ways to make completing college "cool" for students. Perhaps the pledge could be included in new student packages, and upon admittance student could be encouraged to pledge they will try to graduate within three years. Other incentives, such as awarding a paper certificate signed by an ECC administrator, to students who meet their pledge might be considered.

Activity 6
Online Learning

Overview of Activity 6: Activity 6 is somewhat different than the other PBI activities since rather than focusing on a specific class or course, it is designed to move the colleges on-line learning platform forward, creating and supporting new degree programs, training staff in use of the on-line platform (Moodle) and building connections with content providers (e.g., Pierson). Each year the project expands the number, diversity and quality of ECCs on-line courses by engaging and training more faculty. The Online Learning project provides ECC faculty with stipends to develop online courses and as a result is not bound outside vendor of online courses whose courses the Activity Lead reported are often poorly-aligned with ECC course syllabi.

Project Rationale: By providing more on-line classes, ECC students will be able to complete more coursework and will be more likely to graduate on time.

Documentation: Activity 6 provided the required documentation and completed the Project Status Chart of Performance Measures in the 2015 Annual Performance Report. The Activity Lead met with the Project Director and Evaluator to discuss the results.

Evaluation Findings/Project outcomes: The performance measures for Activity 6 were met. Activity 6 is to be commended for developing 47 modules (with a target of 28). Furthermore, an efficient and innovative process and structure has been put in place for creating and delivering course content, but also for certifying faculty to develop and teach these courses. To maximize student success, performance measures of how prepared professors are to teach new courses were set in place. These included having staff attend online learning professional development conferences and obtaining an online learning teaching certificate before teaching. Although not all teachers have obtained the certification, professors are allowed to teach once they successfully complete two of the three available modules. This certification process is an important component of Activity 6 and will help assure the quality of its success.

Recommendations: It is recommended ECC study how faculty use the online platform and document faculty knowledge about using the system. Moodle will allow for tracking of participation among students and faculty, valuable data for advocating for expansion of Activity 6. Student feedback about the experience could be incorporated as a final activity in each course, providing the Activity Lead with valuable information for adjusting courses and promoting new classes. Additionally, a cost-analysis of the program is warranted to document the savings for students and the college (e.g., use of virtual texts instead of physical texts; time and travel expenses, etc.) Finally, the materials and procedures developed as part of Activity 6 might be of benefit to other community colleges and the Activity Lead is encouraged to share what has been accomplished and learned at conferences or with colleagues at other colleges.

Activity 7
Evaluation

Overview of Activity 1: Activity 7, the External Evaluation of the PBI-grant is represented by this report.

Project Rationale: Having an external review of PBI progress, overseen by a team of Educational Psychologists and researchers will help assure progress is being identified and recommendations are educationally relevant.
Documentation The evaluation team meet its goals.

Evaluation Findings: The evaluation findings are reported here, and their usefulness and relevance will be assessed based upon project feedback.

Recommendations: It is recommended that the evaluator work with the Activity Leads to develop strategic plans for sustaining work begin under this grant and for the further study or documentation of long-term outcomes and process.

Activity 8
Increasing Enrollment of African American High School Graduates from Newark Public Schools

Data regarding Activity 8, identified as increasing enrollment of African American High School Graduates from new Public Schools has not been shared with the evaluation team.

Activity 9
Supplemental Instruction to Support Biology and Chemistry Students

Overview of Activity 9: Activity 9 is new PBI activity. Using tutors and in class assistance the activity seeks to support chemistry students who often struggle. As with Activity 2 and Activity 3, this PBI activity seeks to put tutors into the classrooms (labs,) allowing tutors to establish personal connections to the students.

Project Rationale: The rational for Activity 9 is that by placing tutors in the classes they become familiar to students who in turn are more likely to ask the tutors for help

Documentation: *New Project – Activity Lead met with evaluator and shared progress. Binder is being developed.*

Evaluation Findings/Project Outcomes: Since this Activity is new, data are not yet available. However, based upon an interview with the Activity Lead the activity appears to be on track for

success. The Activity Lead noted a plan to compare pass rates and persistence of students in chemistry during the prior year with students who participate in Activity 9.

Recommendations: By studying the process and outcomes of this Activity, along with those of Activity, a great deal may be learned about the value of in-class placement of tutors. The two activities are addressing different content areas, but applying a similar approach. This model, if successful in both setting, should be considered for expansion if funding permits. As noted above, it also provides a rich context for study, and it is recommended the Activity Leads consider developing a research study and sharing their model with colleagues at a conference or through a publication. Further it is recommended that Activity Lead communicate with the Activity Leads of Activities 2 and 3, which is also placing tutors into classes.
It is recommended that students in Chemistry be surveyed about the impact of in class tutors on their learning of chemistry, attitudes toward chemistry and toward college, likelihood to seek help, particularly tutoring. The amount of time tutors are needed in a chemistry lab should also be explored. For example, is it important for tutors to be in every lab, or only occasionally? Is there an optimal time for tutors to be in the lab? Is it important for tutors to be consistent (same tutors) each week, and must tutors begin in the first day of classes?

Activity 10
Intensive Teaching Prep

Overview of Activity 1: Activity 10 is a new initiative of the PBI grant. The activity goal is to help student prepare for the Praxis by teaching test-taking skills and providing students with "helpful hints" Students who have a 3.0 GPA and are nearing graduation are recruited through relevant classes.

Project Rationale: With support, students will more prepared for and pass the Praxis.

Documentation: *New Project – New Project – Activity Lead met with evaluator and shared progress. Binder is being developed.*

Evaluation Findings/Project Outcomes: Although the activity is still in the initial phases, the evaluator believes this activity has great potential to support a larger number of students. By studying the challenges that students encounter when preparing for the praxis Activity 10 has the potential to address immediate student needs
Recommendations: In evaluating this activity, the Activity Lead should compare the rate of taking the Praxis and pass rates for student participants with students who do not participate in Activity 10. It is recommended that feedback be collected from students as they participation in workshops in order to identify which workshops are perceived as most helpful, most confusing, etc. The helpful hints could be posted on line for students in the activity as well as other students preparing for the praxis. The Activity 10 binder can also serve as a valuable tools for compiling

resources for ECC students who may eventually take the praxis. The materials developed for Activity can could be incorporated into ECC future teacher's tools.

Conclusions and Next Steps

The PBI grant has accomplished or exceeded most of its proposed milestones. Currently there are 10 PBI funded Activities being delivered across a range of content and programmatic areas. Faculty are clearly engaged and the grant is successfully building upon their expertise to create activities that address observed student needs, are aligned with student behaviors and meet the PBI goals. The procedures that ECC put in place to assure high quality implementation appear to be highly effective and could probably be easily replicated by other colleges. Key to this success has been allowing each PBI Activity to set realistic goals and performance measures that could change as needed. This flexibility and the support provide to each Activity Lead to reflect on their work and develop intentional and thoughtful plans for grow are to be commended. Similarly creating a system (binders) that assured documentation of both process and outcomes is an integral part of this growth. Furthermore, these binders can serve as a valuable tool for faculty interested in implementing the same or similar activities will allow

Next steps for the evaluation include review of individual activity binders and development of further activity specific recommendations related to sustainability. The evaluation will also consider development and collect of survey data from each Activity Lead to help identify commonalities across activities and develop lessons learned from the PBI grant. Additionally, based upon conversations with several Activity Leads there is an interest in collecting data from PBI stakeholders at ECC (e.g., students, tutors, etc.) The evaluation team has offered to create draft stakeholder surveys which individual Activity Leads can use if they choose.